DOCUMENT RESUME

ED 265 098 SP 026 611

AUTHOR Barney, Robert Knight
TITLE Apostles of Physical Culture for American Youth: Pioneering Episodes in the History of Teacher Training for Physical Education in the United States.
PUB DATE [85]
NOTE 10p.
PUB TYPE Viewpoints (120) -- Historical Materials (060)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational History; Exercise; Gymnastics; Higher Education; *Physical Education; *Physical Education Teachers; Physical Fitness; *Preservice Teacher Education

ABSTRACT

This paper traces the history of the development of formal training for physical education teachers. The evolution of physical fitness training in American schools is discussed from its inception in the early 1800s, when the concept of the union of bodily health and academic achievement was first emphasized by German immigrants to the United States. It is pointed out that the earliest American physical educators were men trained in medicine, thus creating an early atmosphere surrounding physical education in colleges which was based on scientific inquiry and application. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

APOSTLES OF PHYSICAL CULTURE FOR AMERICAN YOUTH: PIONEERING EPISODES IN THE HISTORY OF TEACHER TRAINING FOR PHYSICAL EDUCATION IN THE UNITED STATES

ED265098

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Robert Knight Barney

The University of Western Ontario

London Canada

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Barney

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

These proceedings here in Atlanta seek to commemorate the 100th anniversary of an organization that has meant a great deal to each of us, as well as to this great nation which is a world leader in the teaching of physical education to youth. When we look about us today and witness the superb facilities at our disposal, the elaborate body of knowledge upon which our discipline is based, and the sophisticated methodology directing our instruction, we are charged, LADIES AND GENTLEMEN, with a responsibility to say to the pioneers who provided the genealogical bases for such enrichment: MANY, MANY, THANKS! From your inspiration we have drawn much. We only wish that you might be present with us this week to witness this celebration, which, in part, is reflective of your contributions.

It is my mission on this specific occasion, not to offer any new and startling historical research findings on the legacy of teacher preparation for physical education, for that legacy is indelibly etched in history, but rather, to commemorate those individuals and events that have been so critical in the evolution of each of us as teachers. Simply this. Nothing else.

SP026 611

The growth and development of the United States in terms of population, territory, wealth, and the education of its citizens has not been accomplished without painful evolutionary processes. Early American educational process stemmed from several factors: (1) labor groups questing for a public school system; (2) governmental, cultural, and education leaders; (3) humanitarian influences to aid the poor, the immigrant, and the handicapped; and (4) the arguments of American educators founded on observations of school methods and progress in Europe. Embedded in that vigorous period of educational awakening of the first half of the nineteenth century, was an obvious need---institutional programs designed to train teachers in the art and science of instructing American youth.

The subject of teacher training was one which was addressed early in the period of American educational awakening. In a Master's oration at Yale College in 1816, Denison Olmstead urged that a seminary be opened "for the gratuitous training of schoolmasters". Between 1820 and 1840 a growing volume of concern for teacher education appeared in such early 19th Century American periodicals as the North American Review, American Journal of Education, the Quarterly Register, the Academician, and American Annals of Education. Much of the literary argument was based on analyses of education abroad. Relative to progressive action pertinent to the establishment of teacher education in America, the Commonwealth of Massachusetts provided much in the way of early leadership and inspiration. In this regard, two 19th Century Massachusetts educators emerge as having been critically important. The first is James G. Carter (no relation to Georgia's Jimmy), a practical teacher who wrote vigorously and voluminously in Boston newspapers on

the need for a training institution to improve instruction in the public schools. Carter's genesis work Outlines of an Institution for the Education of Teachers (1824), was widely circulated and reviewed. Elected to the Massachusetts Legislature in 1826, Carter prompted the successful passage of an 1837 bill establishing the first State Board of Education in America. Horace Mann, President of the Massachusetts Senate at the time of the historic legislation, a trained lawyer, and a man with an interest in humanity and all phases of philanthropy and education, was the first appointment to the post: State Secretary of the Massachusetts Board of Education. By 1839 Mann had established the first normal school in the United States (and the first in the world for women). By the middle of the century Mann had made education mandatory for Massachusetts youth, and had been successful in separating the dogmatic religious teachings of American colonial influence from public education enterprise. A proponent of universal, free, democratic education opportunity for all youth, Mann maintained that instruction should be based upon pedagogical principles, and not upon mere authority and tradition. He held that schoolwork in all fields of learning should be guided by able teachers, who had been trained in a normal school, the methodology of which should be based on Pestalozzian consideration of object methods and oral instruction. The formal record of physical education teacher preparation in America began in Massachusetts also. And when it did, Mann embraced its concept and helped to cultivate its early quest for recognition in the larger scheme of education. "All through the life of the pure-minded but feeble-bodied," said Mann, "his path is lined with memory's gravestones, which mark the spots where

noble enterprises perish for want of physical vigor to embody them into deeds."

As with many educational dimensions in America, the inspiration and experience relative to teacher preparation in physical education arrived from Europe as a result of developments there in the latter 18th and early 19th centuries. We know, for instance, that our initial inspiration on the subject of teaching physical activity to youngsters in a school setting came largely from Johann Friedrich Guts Muths at the Schnepfenthal Institute in Gotha (in East Germany on today's map). Over a long and industrious career of some 50 years duration commencing in 1785, Guts Muths wrote and published several works on the subject of gymnastics, the messages of which were based on Rousseauan thought and Pestalozzian practice. The writings of Guts Muths, in effect, provided the first "teacher training schools of physical education." Their wide dissemination and use as guides for instruction in both theoretical and practical terms classify them as being LANDMARK in consequence. Guts Muths' publications, ranging from his first, Gymnastics for Youth, published in 1793, to his last, Catechism of Gymnastics: A Manual for Teachers and Pupils, published in 1818, provided our field with works of biblical magnitude. As well, they provided a springboard from which later sophistication stemmed. Franz Nachtegall in Denmark and Per Henrik Ling in Sweden, both active in the early part of the 19th century, were stimulated by Guts Muths' work. Both Nachtegall and Ling played prominent roles in their respective countries in the creation of history's first physical education teacher education institutions--in Denmark, the Institute of Military Gymnastics, established in 1804, and

in Sweden, the Royal Central Institute of Gymnastics, established in 1814.

Not to discount the impact of Catharine Beecher and Dioclesian Lewis, each of whom I shall mention later, the earliest and most substantial contributions to physical education and to physical education teacher training were made by German immigrants to America known as "Forty-Eighters," or, those followers, often times intimate disciples, of the German "Turnvater," Friedrich Ludwig Jahn. Forty-Eighters arrived in America largely between 1848 and 1851 as political exiles and refugees from revolution torn Europe. These "Knights of political cause and gymnastic exercise," established turnvereine (literally, "exercise clubs") in those American cities where Germans settled in substantial numbers. From such forums of exercise consideration, Turners dedicatedly pursued the nuturing and maintenance of appreciation for gymnastics by German-American youth, and further, attempted to focus attention of public school authorities on the value of German gymnastics as a worthy physical education expression. Each of these missions dictated a need for educated teachers of the discipline. Teachers, however, were in short supply. The translation of Jahn's 1816 classic, Die Deutsche Turnkunst (German Gymnastics) into English by Karl Beck in 1828, for use at the Round Hill School in Massachusetts, provided a fundamental literary basis for practice of the discipline. The publication of Das Turnen by New York turner Eduard Müller in 1853 provided another similar contribution. Neither, however, proved to be satisfactory in solving the teacher shortage. Accordingly, at its convention in Pittsburgh in 1856, the membership of the National Turnerbund enacted the following legislation:

> A school shall be set up at the place where the National Executive is located for the complete mental and physical development of Turn teachers.

Unfortunately, the Cincinnati Turners, in whose city the National Executive was located in 1856-57, reported that "a lack of means" prevented them from carrying out the membership's directive. At its convention in Rochester, New York in 1860 the National Executive again affirmed the need to establish a "central normal school." Good intentions in this regard, however, were put aside until after the Civil War. In 1866, in New York City, the gymnastics normal school of the American Turners was finally implemented. In ensuing years the school became ambulatory, moving from New York to Chicago, hence to Milwaukee, and finally to Indianapolis where, in time, its lengthy history and tradition served as part of the genesis inspiration for the establishment of the school of physical education at the University of Indiana. In the post-Civil War affairs of the Turner gymnastics normal school, no individuals played more prominent roles than did Geroge Brosius and Carl Betz.

The abortive attempt by German-American Turners of the late 1850s to establish a normal school for the teaching of German gymnastics allowed a native American, Dioclesian Lewis, to become etched in American history as the founder of the nation's first teacher training school whose exclusive mission it was to train physical educators. Founded in Boston in 1861, Lewis's Normal School curriculum featured a system of exercise teachings based on Swedish and Danish gymnastics set to music, combined with elements of the light gymnastics creed for women espoused by the noted Catharine Beecher. Teachers of Lewis' Musical

Gymnastics, some 250 graduates of the School in its seven year history, assumed positions in schools from Massachusetts to California. With missionary zeal they spread the gospel of fitness through exercise to heretofore unenlightened heathens.

The earliest physical educators in institutions of higher education were gentlemen trained in medicine. Thus, the early atmosphere surrounding physical education in colleges was one based on scientific inquiry and application. Testing, individual tailoring of activity, monitoring, and evaluating, along with invention of new apparatus for exercise, provided basic themes for teaching methodology. Although never a teacher educator in the pure sense of the term, Edward Hitchcock of Amherst College in Massachusetts was a pioneer in college physical education programming. Commencing from 1860 Hitchcock's approach to physical education was of inspiration to all college physical educators in the years following.

Drawing on Hitchcock's experience, but realizing a need to provide teachers for the developing subject of physical training in the public schools, one of our profession's most noted early figures in teacher training appeared in the person of Dudley Allen Sargent, whose medical studies at Yale, together with a strong physical training background gained as gymnasium director at Bowdoin College, Yale, and in New York City, fitted him superbly for the work he initiated in Boston in 1879. In that year Sargent accepted a position at Harvard as director of the newly constructed Hemenway Gymnasium. As well, he was appointed assistant professor of physical training. During a forty year professional career at Harvard, Sargent: (1) directed the physical conditioning of Harvard students, (2) established a course in physical

training for Radcliffe's women students, from which evolved a two year teacher education course of study graduating some 260 women between 1881 and 1902, (3) established the storied Harvard Summer School course in physical education normal training, which graduated nearly a thousand men and women between 1887 and 1896, and (4) immersed himself in leadership roles relative to: (a) intercollegiate athletics on the Harvard campus, (b) the fledgling American Association for the Advancement of Physical Education, and (c) the development of new apparatus for producing and measuring fitness. As well, Sargent contributed a steady flow of important and timely publications on exercise.

Of parallel significance during the early years of Sargent's influence, was the contribution of Edward G. Anderson. Achieving a medical degree from the Cleveland Medical College in 1886, Anderson, who had a tumbling and German gymnastics background, sought a career in physical training. His first position was at Adelphi Academy in Brooklyn, New York. In 1886 Anderson organized the Brooklyn Normal School of Physical Education. In its first decade of existence the school graduated 87 students. In 1892 Anderson transferred his professional career to Yale University, where he became associate director of the university's gymnasium and initiated the so-called Anderson Normal School of Gymnastics. Between 1892 and 1903 the school graduated 140 students. The good Dr. Anderson is also commemorated in physical education history by dint of his career with the Chautauqua Summer School physical education normal courses, and, of course, for his initiative in organizing the conference in 1885 at which this great and enduring organization originated.

The brevity of this presentation precludes even a fleeting analysis of the contributions of other notable 19th century pioneers and events in the history of physical education teacher training. It would not be in keeping to cease altogether, however, without mentioning John Swett, California State Secretary of Education, who in 1866 was largely responsible for bringing to fruition the first state laws for mandatory physical education in state public schools. Such a phenomenon became in time a major stimulant for the necessity of training physical educators. And Edward M. Hartwell of Johns Hopkins University in Baltimore, a truly exceptional leader in the college physical education movement. And Robert J. Roberts, initiator of the YMCA physical education training school at Springfield, Massachusetts, and Roberts' disciple, Luther Halsey Gulick. And finally, Baron Nils Posse, the champion of Swedish exercise, whose rather short career at Mary Hemmenway's and Amy Homan's Boston Normal School of Gymnastics developed a number of our profession's teachers and leaders of renown, including our indomitable Mable Lee.

To all those people and events noted in this paper, and to those left unmentioned, for which I deeply apologize, because they all are deserving .. our sincere gratitude for helping to bequeath to us a genealogical heritage of magnificence. Ladies and gentlemen, we are, by virtue of what we were. Thus, we praise thee, our forefathers and mothers, for we are today indeed wonderfully made.